

## **Standard X: Career Exploration and Development**

### **Grade 7**

- 3/4 The 19 Career Development activities are sequenced throughout the TLC course and have become an integral part of the CGP.**

Counselors and TLC teachers follow the USOE suggestions for the TLC II schedule. At the end of each school year, counselors and TLC teachers write out a preliminary schedule to ensure we are teaching specific topics in their designated sequence. The team meets monthly with the work based learning coordinator for the Jordan High cone. Counselors use the information from the TLC guidance and career development activities in SEOP's or for individual counseling.

- 3 Counselors participate in the delivery of the Career Development activities as outlined.**
- 4 Data-driven evidence is used to determine the effectiveness of the TLC program (USOE will develop support materials; e.g., pre-test/post-test.)**

Counselors participate in the following Career Development activities:

TLC Orientation: Small Group SEOP  
Connecting Personality to Career Clusters  
Understanding Learning Styles  
Moving Beyond Stereotypes: Non-Traditional Careers  
Understanding Group Behaviors and Attitudes  
TLC Wrap Up

### **Grades 8 –12:**

**8<sup>th</sup> Grade:** Counselors focus on educational and occupational exploration in history classes, including activities on the relationship of educational achievement to career opportunities. Counselors guide students in how to interpret data from survey information and apply it to careers. Students use data from SAT scores, report cards, Powerschool, Holland codes, the Utah Career Guide, the American Careers Magazine and other resources. Students are taught how these tools can help them with their education and career plans, emphasizing the importance of life-long learning.

**9<sup>th</sup> Grade:** The first week of school, students and parents are invited to attend the Making High School Count assembly. The presentation focuses on helping students understand the need to prepare for and choose appropriate classes to ready them for college and work. It also demonstrates how important the 9<sup>th</sup> grade year is academically. In December, during Geography classes, students take the Holland Self Directed Search assessment. The counselors then make a presentation about the six personalities and those personalities on the job or at school. Students research ten careers that match their

Holland Code and learn more about them. Other tools to help students learn more about careers and work related issues include the Career Futures program, the Utah Career Guide, career brochures and pamphlets, Work Base learning field trips, and a Career Day which we hold each spring.

### **Grades 10-12 (High School Component):**

#### ***Level 3:***

- Requires a description of career development activities for each grade level.
- Evidence of next-step (next-year) planning for all students.
- Students have access to placement information in a variety of ways.
- Every student has had assistance in developing job-seeking and finding skills and post-high school placement.
- Provide career developmental activities for each grade level.

### **A Level 4 Example:**

**10<sup>th</sup> Grade** – Echoices (career interest survey), Utah Mentor, and enrollment in a Career's Class covering aptitude, work values, personal values, resume building, job applications, job interviewing skills, applied technology fields, post-high school educational options, etc...

**Or**

#### **10<sup>th</sup> Grade:**

Sophomore Orientation  
Small Group & Individual SEOP Conferences  
Required Careers Class  
Differential Aptitude Test (Aptitude & Interests)  
PLAN Test  
Resume Building Software  
ACT Prep Building Software  
Echoices  
"Career Guide" purchased for every student and parent  
Career Goal Setting  
Access to Career Center & Computer Lab

### ***11<sup>th</sup> Grade***

Individual and Small Group SEOP  
Echoices Career Interest Survey (Internet Accessible from Careers Lab or Home)  
ACT College Admissions Test  
PSAT Test  
SAT (Stanford Achievement Test)  
SAT I & II (Scholastic Aptitude Test)  
CWE (Cooperative Work Experience)  
Resume Writing Software  
ACT Prep Test Software  
Tech Center Programs  
Information Technology Courses  
Applied Technology Courses  
Counseling Job Board

### ***12<sup>th</sup> Grade***

Individual SEOP  
Small Group Orientation (Including Parent/Guardian)  
Echoices (Internet Accessible from Careers Lab or Home) / Utah Mentor  
ACT College Admissions Test  
ASVAB Test  
CWE (Cooperative Work Experience)  
Internship Program (32 Students Enrolled Fall 2002)  
Jr. ROTC  
Career Fair (31 Professional Occupational Presenters – Fall 2002)  
Tech Center Programs  
Information Technology Courses  
Applied Technology Courses  
College Tour  
Financial Aid/Scholarship Night  
Enhanced Diplomas  
Job Board  
Sterling Scholars  
Sr. Exit Survey & Individual Assistance with Post High School Placement  
(College Applications, Letters of Recommendation, Researching Schools  
On-Line, etc...)

- Provide evidence of next-step planning activities, such as, orientation meetings or summer school open houses, collaboration meetings with feeder schools, registration nights for parents and students, and SEOP's.
- Demonstrate how students can access placement information in a variety of ways (i.e. Registration Nights for students and parents, Career Center, Career Aides, job boards, scholarship information, College Night, Financial Aid Night, etc...).
- Evidence of involving every student, i.e., SEOP Conferences.

#### ***Level 4:***

- Requires all of the above components with evidence of a comprehensive career exploration component (Careers Class) instead of one career developmental activity.
- Students have a wide variety of information and resources (interest inventories, computer delivery systems, business and community organizations, such as, Internship Opportunities) used to provide career development and placement.

#### **Additional Components:**

##### **School Guidance Team – Describe how the program has addressed recommendations from the last review:**

**Example:** Recommendation from last review stated our school should implement a career guidance curriculum at each grade level with different measurements for career assessment.

##### **School Guidance Team – Describe new program goals:**

**Example:** Counselors have implemented a three-week career exploration, resume writing, job interviewing, 4 year planning, goal setting, and post high school planning guidance curriculum over the course of 3 weeks at each grade level. Grade 10 will use the D.A.T. Aptitude and Interest Survey, Grade 11 will use Echoices, and 12<sup>th</sup> Graders can use [www.utahmentor.com](http://www.utahmentor.com).

##### **Improvement Plan Component:**

**Example:** One of our school's DRSL's is Employability. This curriculum and student self career exploring will assist our students in making informed decisions about applying for jobs, careers, and post secondary high school plans.